

URBAN/MUNICIPAL
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1992

Agenda of the Special
Education Advisory Committee
of the Board of Education

SPECIAL MEETING

1992 01 08

URBAN MUNICIPAL

JAN 8 1992

GOV. DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mrs. Oommen; Trustees Bishop, Patenaude, Wilson and Stewart; Mesdames Dennis, Howard, Krueger, Schram, Riis-Culver and Trott; Miss Dalziel; Drs. Marshall, Mason and Toby; Messrs. Adamson and Parks)

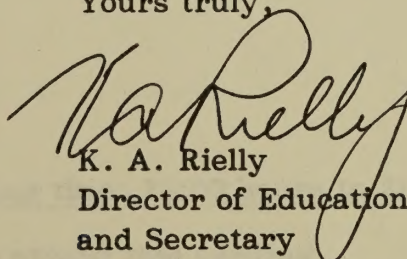
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1992 01 15 at 19:00 hours at the Education Centre.

An agenda is attached.

Your attendance is requested.

Yours truly,


K. A. Rielly
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1992 01 15

Confirmation of the minutes of the 1991 12 11 meeting.
Confirmation of the Agenda.

GENERAL

Organizational Update

Members

BUSINESS ARISING OUT OF THE MINUTES:

1. Presentation
- Psychological Profiles and Student Placement Dr. M. Bountrogianni
- pages 1 to 19
2. I.P.R.C. Statistical Data - pages 20 and 21 R. Adams

REMINDER: New SEAC meeting times 19:00 hours to 21:00 hours

**If you are unable to to attend this meeting,
please advise the Minute Room, 527-5092 ext. 274**

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1991-1992

Chairman of S.E.A.C.
Mrs. F. Oommen

Elected Officials of the Board
Bishop, Mrs. Judith
Patenaude, Ms. Marie
Stewart, Mr. Bob
Wilson, Ms. Helen

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Adamson, Mr. Ian
Ontario Society of Autistic
Citizens, Ham-Went. Chapter
B: 1-688-5550 Ext. 3917
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Dennis, Ms. Sophie,
About FACE
(Facial & Cranial
Abnormalities)
527-8539

Howard, Mrs. Trudy
Canadian National Institute
for the Blind
H: 545-5394

Marshall, Dr. Dan
Hamilton Association for
Community Living
B: 522-5522
H: 525-1140

Mason, Dr. Giancarlo
Association for
Bright Children
H: 526-1950

Parks, Brian
Hamilton & District Parents
of Disabled Children
H: 545-2739

Oommen, Mrs. Frances
Down's Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Trott, Mrs. Sylvia
Association for Disabled
Children & Adults with
Disabilities
B: 523-1332
H: 545-1964

Riis-Culver, Mrs. Eva
Hamilton Council for Home
and School
H: 528-2690

ADDITIONAL MEMBERS OF S.E.A.C.:

Ruby Krueger
Hamilton Wentworth Home Care
Program

B: 523-8600 Ext 147

Schram, Miss Geraldine
Augmentative Communications
Collective

B: 521-2100 Ext. 7833

Toby, Dr. Jeffers
O n t a r i o
Psychological
Association
H: 574-0498
B: (1-519-756-6301)

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Skidmore, Darrel
Supt. of Program
B: 527-5092 Ext 502

Adams, Bob
Co-ordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, Al
Ham Teachers' Fed.

Maddocks, Dave
Ham Principals' Assoc

Secretary: Vander Beek, Mrs. Claire
B: 527-5092 Ext 274

Sims, Jon
Ham Sec Sch Princ Council

A summary of

A report on the intellectual, academic, and behavioural characteristics of students referred to the Psychological Services Department: Implications for Special Education Identification and Placement.

Marie Bountrogianni, Joe Trovato, Cynthia Wilkinson,

Doreen Vella, Connie Kidd

Psychology Department

Summer 1991

The purpose of this current endeavor was to:

1. obtain descriptive data regarding the intellectual, academic and behavioural characteristics of a sample of students referred to the Psychological Services and Special Education Departments of the Hamilton Board of Education; and
2. analyze the relationships within and between these characteristics, and various identification and placement options available for special education support.

The above objectives when met, would be extremely useful in clarifying the type of student most in need of special education support or most at risk for school-related difficulties.

DATA SOURCE

The data source for the current investigation was the incorporation of the Psychological Services Database and the Special Education Department Student Information System.

The Psychological Services Database

- included data on 1906 assessments for the school years 1988/89, 1989/90, and 1990/91.
- the sample chosen for this study included 1594 students between the ages of 6 and 16 years; these children were non-exceptional at the time of their referral for assessment.
- There were then, 312 cases of students re-assessed that were not analyzed in this study for methodological design reasons.

RECOMMENDATION #1

An examination of the referral reasons for psychological re-assessments is necessary.

IMPLICATIONS/QUESTIONS

Is there a question on the validity of the initial assessment?

Are the students being re-referred for programming purposes?

TESTS USED

From the database in Psychological Services, profiles based on the following tests were used: Wechsler Intelligence Scale of Children (WISC-R) were used. Academic profiles were based upon the administration of the Wide Range Achievement Test-Revised (WRAT-R), the Test of Reading Comprehension (TORC), and the Test of Written Language (TOWL). The test of Language Development (TOLD), the Peabody Picture Vocabulary Test-Revised (PPVT-R) and the Visual-Motor Integration Test (VMI) were also included. Behavioural profiles were based upon the administration of the Teacher's Report Form of the Child Behavior Checklist.

Special Education Database

The Special Education Department Student Information System provided data regarding exceptionality and placement decisions arising from Identification, Placement and Review Committee meetings.

- Table 1 (Appendix) shows the distribution of the sample by age and sex.
- The single largest number of children came from age 7, with the majority of children referred being male (65%).
- The average age of the sample was 9.6 years.
- as shown in Table 2, approximately half the children referred were from the Primary Division (ie, SK to Grade 3).

RECOMMENDATION #2

The Psychology and Primary/Junior Departments should examine referrals of Primary aged students for programming purposes.

IMPLICATIONS/QUESTIONS

Is there a common difficulty area that can be programmed for by psychological consultants, speech and language pathologists and primary/junior consultants?

Reasons for Referral

- The 1594 children were primarily referred for assessment of learning difficulties (76%), although some were referred for behavioural reasons (2%), and some for a combination of both learning and behavioural reasons (20%).
- From the age of 8 to 13 years, the reason for referral seemed to be for learning problems only.
- between the ages of 6 and 7 and between 14 and 16, the main reason for referral was a combination of learning and behavioural problems.
- This trend may have been reflecting the periods when children typically experience the most coping difficulties, eg., beginning to learn to read and early adolescence.

RECOMMENDATION #3

Students entering grade 1 and grade 9 need to be supported in making these potentially difficult transitions.

IMPLICATION

Area Resource Teams need to be proactive when supporting teachers in programming for these grades.

Waiting Lists for Assessment

- There was a 40% drop in assessments completed by the Psychological Services Department between the 1987/88 and 1988/89 school years. The transition to decentralization may account for this.
- The number of assessments had increased by 33% from 1988 to 1991.
- The average interval between referral and assessment was 3.82 months with a range of 0 to 19 months.
- When the waiting period for assessment was examined for each of the five areas, a significant difference was noted across the five Areas (See Table 3).

RECOMMENDATION #4

The ratio of psychological consultants and area student populations needs to be examined to ensure appropriate staff allocation.

IMPLICATIONS/QUESTIONS

Are psychological consultants deployed in an effective manner across the system eg. based on student populations, number of compensatory schools, etc.?

Identification and Placement:

Over the three year study period, children waited on average, approximately 6.6 months between the time they were assessed and the time they were presented to an IPRC (Range 0 to 36 months). No significant differences in this time interval were found between Areas.

RECOMMENDATION #5

The period between psychological assessments and IPRC's needs to be investigated as to why there is such a long waiting time.

- When the 1594 children assessed were analyzed for incidence of exceptionality 41% were found to be deemed exceptional.
- Of these identified children, 37% received special education programming/home school (SEPHS).
- 63% were placed in self-contained (SC) special education programs.
- Once identified, less than 1% of these children changed exceptionality within the three year period.
- Once placed, only 9% were transferred out of their original placement over the same period (See Table 4).

•Even though the number of children assessed and deemed exceptional had shown a substantial increase (almost double) from 1988 to 1991, placement decisions changed little.

RECOMMENDATION #6

The progress of exceptional students as a group needs to be examined carefully.

IMPLICATIONS/QUESTIONS

The system is effective in identifying exceptionalities, correctly and consistently. Are the placements/programs effective? Are students progressing? Why is there little movement in placement?

EXCEPTIONAL CHILDREN

•Over the three years, 652 children were identified as exceptional. The distribution of these children's areas of need were as follows:

Communicational

- Specific Learning Disability ...SLD...409 (63%)
- Speech and LanguageCS.....52 (8%)

Intellectual

- General Learning DisabilityGLD...113 (17%)

Behavioural

.....BE.....54 (8%)

Physical

.....P.....3 (.5%)

Multiple

.....MU.....21 (3.5%)

- Table 5 shows the exceptionality designations across the three years of study.
- While the number of children deemed exceptional has increased dramatically over the three year period of the current investigation, the proportion of each exceptionality has remained generally constant for the SLD, Speech and Language and BE designations.
- The Multiple designation however has shown a steady increase.
- The GLD designation has shown no relative growth at all, indeed, it is the only category of exceptionality that has demonstrated a decrease of 11% from the first to the third year of study.

- An analysis comparing the intellectual, academic, and behavioural characteristics of the various categories of exceptional children over the three years of the study demonstrated no significant change from year to year. This result would suggest that the intellectual, academic and behavioural characteristics applied in the identification of exceptional children for the 1988/1989 school year were the same identification criteria employed in the 1989/90 and 1990/91 school years.
- Table 6 shows the exceptionality designations across Areas.
- Although the analyses indicated that exceptional children differed significantly across Areas in terms of intellectual, academic, and behavioural functioning, such differences need to be interpreted with some caution in light of the fact that children in each of the five Areas were not matched for comparison in terms of their age and grade placements.
- These factors have the potential to impact on such factors as the referral, assessment, and identification processes.
- Exceptionalities were determined on the basis of distinct cognitive characteristics.

RECOMMENDATION #7

The IPRC PROCEDURES must continue to be consistent across the system to ensure equitable identifications for all Areas and to ensure equity of opportunity for all students.

IMPLICATION

If IPRC chairs are to change routinely they may need to be inserviced by consultants/coordinators in the Special Education, Psychology, Speech and Language and other relevant Program Departments with respect to criteria for diagnosing exceptionalities.

Analysis of Exceptional Placements

- The assessment profiles of exceptional children placed in self contained as compared to mainstream settings differed significantly on all measures of intellectual, academic, and behavioural characteristics.
- Exceptional children in mainstream settings typically exhibited stronger patterns of functioning whether intellectual, academic or behavioural.
- Tables 7 and 8 in the Appendix show exceptionality by placement designation across Areas and Distribution of Self-contained placements by Area respectively.
- In comparing tables 7 and 8, the actual percentage that each individual exceptionality contributes to the number of available spaces, we see that the distribution is not indicative of the need. For example there are 11% more GLD classes than are possibly needed and 7% less SLD classes than are needed.

RECOMMENDATION #8

A needs survey should be done every spring to determine the number of classes per exceptionality that are needed for the following school year.

THE BEHAVIOURAL ASPECTS OF THE DATABASE SAMPLE

- 414 Achenbach profiles, 277 male and 137 female, had been entered in the Psychological Services Database.
- These were profiles of children who were non-exceptional at the time they were referred to Psychological Services for assessment.
- Table 9 shows the distribution of "Disturbed" and "Non-Disturbed" profiles by designation and gender.
- The overall proportion between the incidence of "Disturbed" and "Non-disturbed" shows that 54% of the completed Teacher's Report Forms were seen to be "disturbed" or significant for serious behavioural concerns.
- The distribution did not vary by Area or by gender but did significantly vary by age (Table 10).
- The GLD sample showed the most skewed pattern (65%) in the direction of the BE sample with the exception of course of the BE sample which was 89% disturbed.
- SLD, GLD and Speech and Language designated students scored significantly on behavioural measures.

RECOMMENDATION #9

Children deemed SLD, GLD and Speech and Language need significant behavioural support in addition to significant academic support.

IMPLICATION

Strong resource support at the classroom level is critical. Staff Development for teachers should also be a strong priority.

The Exceptional Sample

- Analyses of student test profiles indicated differentiated profiles according to exceptionality.
- That is the profiles of each individual group studied, highlighted for the most part the hallmark intellectual, academic, or behavioural characteristics of each group as they are interpreted by the Ministry of Education.
- The SLD sample for example, demonstrated the intellectual and academic deficits which are associated in the literature with learning disability as opposed to the significant and very specific speech and language related deficits seen for the Speech and Language sample.
- The GLD sample (or EMR group as defined by the Ministry) showed the characteristic uniform depression of both intellectual and academic characteristics, and the Behavioural sample, the expected profile of significantly deviant behavioural scores.
- The non-exceptional group did not demonstrate any of the distinct intellectual, academic, or behavioural characteristics associated with any of the groups that had been deemed exceptional.
- Psychological assessments have therefore been carried out using reliable and valid procedures.

RECOMMENDATION #10

Psychological assessments should continue to be carried out when an initial diagnosis of exceptionality is necessary.

IMPLICATIONS

Identification of children for special education support needs to recognize for both ethical and educational reasons, the unique characteristics of the child and that these unique characteristics are consistent in their association with a particular exceptionality.

THE NON-EXCEPTIONAL SAMPLE

There was a significant number of children (942) who were either presented to an IPRC and not deemed exceptional, or who have up to the time of this investigation, not been presented to an IPRC. This group (NE) showed an intellectual profile with the following characteristics:

- a) Full Scale IQ in the lower half of the Average range (90-100)
- b) A nonsignificant difference between Verbal and Performance IQ's.
- c) A fairly stable subtest score pattern with no clearly discernible strengths nor weaknesses.

The academic profile of the NE sample did not show a significant discrepancy between assessed IQ and assessed achievement levels.

- All the academic indicators of reading, spelling, arithmetic showed achievement levels in the Low Average range (80-90).
- Behaviorally, this sample did not show patterns of disturbance.
- Given the above characteristics, this NE sample for the most part would likely continue to remain non-exceptional, since it demonstrated none of the distinct intellectual, academic, or behavioural profiles associated with any of the groups that had been deemed exceptional.

RECOMMENDATION #11

The non-exceptional sample should be followed in a longitudinal study to determine the differences between it and the exceptional sample academically.

IMPLICATIONS/QUESTIONS

Were these students appropriately referred? Were they appropriately serviced given they were not deemed exceptional?

FRENCH IMMERSION SAMPLE

- There were similarities between this sample and the SLD sample (the distinct subtest pattern and the distinct discrepancy between intellectual and academic abilities).
- After assessment 25% of the French Immersion referrals had been deemed exceptional to date.
- Of those deemed exceptional, it was not surprising that the vast majority (87%) were identified in the SLD category and equally not surprising given their intellectual characteristics overall, that most of the French Immersion sample (80%) has remained in the mainstream for their special education support.
- The English WRAT-R was more valid than the French FIAT in assessing academic achievement.

RECOMMENDATION #12

The exceptional French Immersion (FI) sample should be evaluated longitudinally with respect to comparing the progress for FI students with FI students in segregated classes and FI students in the mainstream classes.

THE ESL SAMPLE

- Included in the Psychological Services database was information regarding 132 students who were designated as ESL.
- These children were typically referred to Psychological Services for assessment of learning difficulties (88%) the average age of the sample was 11 years, a little older than the other samples of children.
- A complete battery of assessment results was available for only 61 of these children.
- The academic achievement scores of the ESL sample were lower than what would have been expected based upon their overall intellectual ability.
- This discrepancy was most likely associated with the deficient English language skills.
- Behaviorally, the ESL sample showed profiles on the Achenbach Child Behavior Checklist that were in the normal range, indicating no concern in this area.
- After assessment only 23% of the ESL students were deemed exceptional and the majority of these ESL students (85%) were deemed exceptional on the basis of communication abilities.
- The majority of this ESL sample once identified, stayed in the mainstream with special education support in their home schools (63%).
- There were many similarities between the intellectual and academic profiles of the ESL and Speech and Language Samples.
- The only significant difference was that the ESL sample demonstrated a higher ability to pay attention to and process auditory information than the Speech and Language sample, ie, the depressed verbal scores are consistent with second language learning without the language processing problems evident in the Speech and Language sample.

RECOMMENDATION #13

When assessing English as Second Language students, present assessment procedures should be supplemented with assessments in the student's first language.

IMPLICATION

Cultural Interpreters need to be utilized on a systematic basis by Consultants and teachers.

PREDICTION OF PERFORMANCE IN SECONDARY SCHOOL

- From the Psychological Services Database, test records of 426 students were examined and their test results were compared with secondary school records.

- The students were 11 to 20 years of age at the time of assessment and are currently attending secondary school or have graduated recently.
- 70% were males and 30% were females.
- The intellectual and academic profiles of exceptional groups were compared.
- Non-exceptional (NE), SLD and behavior (BE) groups were seen to be of comparable overall intellectual ability while the GLD group was assessed to be of lower overall ability.
- The non-exceptional group (55% of sample) demonstrated higher verbal ability and better attention/concentration than the SLD and BE groups.
- The non-exceptional group scored higher than the exceptional groups in most academic skill areas.
- The intellectual profiles and academic skills of SLD and BE groups were similar.
- The academic skills of the GLD group was less advanced than the other groups.
- The average number of credits completed by students within each exceptional group was not statistically different, with the exception that the SLD group completed significantly more credits than the BE group.
- The NE and SLD groups completed more General credits and fewer Basic credits than the BE and GLD groups.
- A majority of NE (85%) and SLD (84%) students attend composite secondary schools while a majority of BE (60%) and GLD (76%) students attend vocational schools.

RECOMMENDATION #14

A longitudinal tracking of the Behavioural students needs to be implemented in a systematic manner.

IMPLICATIONS/QUESTIONS

There is a proportionately large number of Behavioural students attending vocational schools, taking Basic level courses and completing the lowest average number of credits. The academic achievement of BE students at the elementary level needs to be enhanced if they are to be successful at the secondary school level.

In conclusion, on a System-wide basis, the conceptual model of differentiated profiles stimulating differentiated identification and placement has worked in practical terms.

Further, the empirical evidence identifying these substantive differences between groups of children that was extracted from our database is generally supported in the literature. On a system-wide basis this augers well. There is a need however for longitudinal follow-up of student progress to ensure program effectiveness after identification and placement.

RECOMMENDATION #15

Analysis of psychological profiles and student placements should take place annually.

IMPLICATIONS:

This data is extremely useful in clarifying the type of student most in need of special education support. It also has strong implications for program accountability.

EXECUTIVE SUMMARY

A report on the intellectual, academic, and behavioural characteristics of students referred to the Psychological Services Department: Implications for Special Education Identification and Placement.

Marie Bountrogianni, Joe Trovato, Cynthia Wilkinson,
Doreen Uella, Connie Kidd,
Psychology Department,
Summer 1991.

The purpose of this current endeavor was to:

1. obtain descriptive data regarding the intellectual, academic and behavioural characteristics of a sample of students referred to the Psychological Services and Special Education Departments of the Hamilton Board of Education; and
2. analyze the relationships within and between these characteristics, and various identification and placement options available for special education support.

It is proposed that the report be approved including the following recommendations:

RECOMMENDATION #1

An examination of the referral reasons for psychological re-assessments is necessary.

RECOMMENDATION #2

The Psychology and Primary/Junior Departments should examine referrals of Primary aged students for programming purposes.

RECOMMENDATION #3

Students entering grade 1 and grade 9 need to be supported in making these potentially difficult transitions.

RECOMMENDATION #4

The ratio of psychological consultants and area student populations needs to be examined to ensure appropriate staff allocation.

RECOMMENDATION #5

The period between psychological assessments and IPRC's needs to be investigated as to why there is such a long waiting time.

RECOMMENDATION #6

The progress of exceptional students as a group needs to be examined carefully.

RECOMMENDATION #7

The IPRC PROCEDURES must continue to be consistent across the system to ensure equitable identifications for all Areas and to ensure equity of opportunity for all students.

RECOMMENDATION #8

A needs survey should be done every spring to determine the number of classes per exceptionality that are needed for the following school year.

RECOMMENDATION #9

Children deemed SLD, GLD and Speech and Language need significant behavioural support in addition to significant academic support.

RECOMMENDATION #10

Psychological assessments should continue to be carried out when an initial diagnosis of exceptionality is necessary.

RECOMMENDATION #11

The non-exceptional sample should be followed in a longitudinal study to determine the differences between it and the exceptional sample academically.

RECOMMENDATION #12

The exceptional French Immersion (FI) sample should be evaluated longitudinally with respect to comparing the progress for FI students in segregated classes and FI students in the mainstream classes.

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When assessing English as Second Language Students, present assessment procedures should be supplemented with assessments in the student's first language.

RECOMMENDATION #14

A longitudinal tracking of the Behavioural students needs to be implemented in a systematic manner.

RECOMMENDATION #15

Analysis of psychological profiles and student placements should take place annually.

APPENDICES OF TABLES

TABLE 1: Distribution of Referred Children by Age and Sex

	Ages (in years)											Total
	6	7	8	9	10	11	12	13	14	15	16	
M	65	190	161	148	108	86	106	69	47	40	22	1,042
Sex												
F	35	96	100	79	74	53	42	24	28	11	10	552
Total Sample Studied	100	286	261	227	182	139	148	93	75	51	32	1,594

NB: It should be noted that there were significant differences among the five Board Areas for age but not for sex.

Table 2: Distribution of Referrals by Grade, Area, and Division

		Area					
		1	2	3	4	5	Total
Grade							
Primary Division	SK	7	5	5	6	2	25
(50%)	1	49	60	53	27	48	237
	2	62	70	46	46	63	287
	3	59	48	37	35	55	234
Junior Division	4	59	48	37	23	38	205
(23%)	5	65	25	20	18	33	161
Middle School	6	23	18	43	33	31	148
(19%)	7	19	16	22	14	26	97
	8	16	5	14	10	11	56
Secondary	9	7	4	6	17	12	46
(8%)	10	8	5	6	12	12	43
	11	2	2	1	2	1	8
Total Sample Studied		376	306	291	242	332	1,547

NB: It should be noted that there were significant differences among the five Areas for grade placement

Table 3: Comparisons of Waiting Time and Assessments Completed by Area

Area	NUMBER OF ASSESSMENTS (From the Sample)	AVERAGE WAIT (Months)	RANGE (Months)
1	376	3.46	0-19
2	306	3.97	0-12
3	291	4.27	0-12
4	242	4.55	0-15
5	332	3.31	0-12

Table 4: Total Number of Assessments and Identification of Exceptional Students by Academic Year

SCHOOL YEAR	TOTAL ASSESSED	ASSESSED & EXCEPTIONAL	SELF CONTAINED	REGULAR CLASS	NOT EXCEPTION
1988/89	484	159	100	59	325
1989/90	529	211	137	74	318
1990/91	581	282	178	104	299
PRORATED	(646)	(313)	(198)	(116)	(332)
TOTAL SAMPLE STUDIED	1,594	652 (683)	415 (435)	237 (249)	942 (974)

NB: It should be noted that the above figures do not include June, 1991 data. Thus, for the purposes of calculation the figures have been prorated to reflect a full school year. The prorated figures appear in parentheses for the 1990-1991 school year.

Table 5: Exceptionality designations across the three years of study.

	1988-1989	1989-1990	19910-1991	Sum
SLD	96	129	184	409
Speech & Language	10	20	22	52
GLD	38	37	38	113
BE	13	17	24	54
Physical	1	0	2	3
Multiple	1	8	12	21
TOTAL	159	211	282	652

Table 6: Exceptionality Designations Across Areas Designation

	AREA					
	1	2	3	4	5	Sum
SLD	99	68	66	65	111	409
Speech & Language	8	13	13	10	8	52
GLD	31	38	25	8	11	113
BE	17	10	19	5	3	54
Total Sample Studied	155	129	123	88	133	628

NB: The Multiple and Physical designations were excluded in the above table due to their low frequencies.

Table 7: Exceptionality by Placement Designation Across Areas

Designation	Placement	AREA					Sum
		1	2	3	4	5	
SLD	SEPHS	53	27	21	26	62	189
	SC	46	41	45	39	49	220
Speech & Language	SEPHS	1	0	2	2	1	6
	SC	7	13	11	8	7	46
GLD	SEPHS	13	4	3	1	4	25
	SC	24	27	22	7	8	88
BE	SEPHS	1	1	3	1	0	6
	SC	16	9	16	4	3	48
Total Sample Studied		155	129	123	88	133	628

NB: The Multiple and Physical designations were excluded from the above table due to their low frequencies.

Table 8: Distribution of SC Placements by Area

AREA	Classes				
	SLD	Speech & Language	GLD	BE	Total
1	6	1	8	3	18
2	9	2	7	1	19
3	9	2	7	2	20
4	11	1	3	2	17
5	8	2	4	1	15
Total Placements	43	8	29	9	89

Table 9: Distribution of "Disturbed" and "Non-Disturbed" Profiles by Designation and Gender

	Designation Sample					Total
	SLD	Speech & Lang	GLD	BE	Not Except- ional	
Males						
Disturbed	39	4	3	13	88	147
Non-Disturbed	36	5	4	2	83	130
Total Males	75	9	7	15	171	277
Females						
Disturbed	15	4	12	3	42	76
Non-Disturbed	9	1	4	0	47	61
Total Females	24	5	16	3	89	137
Total Disturbed	54	8	15	16	130	223
Total Non-Disturbed	45	6	8	2	130	191
Total Sample	99	14	23	18	260	414

Table 10: The Distribution of "Disturbed" and "Non-Disturbed" By Age (% "Disturbed" in Parentheses)

Age	"Disturbed"	"Non-Disturbed"	Total
6	25 (86%)	7	29
7	43 (52%)	37	83
8	48 (62%)	29	77
9	35 (53%)	31	66
10	32 (59%)	22	54
11	11 (30%)	26	37
12	13 (35%)	24	37
13	15 (60%)	10	25
14	1 *	4	5
15	0 *	1	1
16	0 *	0	0
Total Sample	223	191	414

SPECIAL EDUCATION DEPARTMENT

SYSTEM IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
OCTOBER 1991

Total Number of Students Presented to the SIPRC		63
. Number of Annual Reviews		<u>5</u>
Change of Placement/Exceptionality to:		
. Specific Learning Disability Self Contained Class	1	
. Specific Learning Disability Regular Class		
. Speech & Language Self Contained Class		
. Speech & Language Regular Class		
. Behavioural Self Contained Class		
. Behavioural Regular Class		
. General Learning Disability Self Contained Class		
. General Learning Disability Regular Class		
. Gifted Self Contained Class		
. Gifted Regular Class		
. Assessment/Multiple Self Contained Class		
. Multiple Regular Class		
. Non-Exceptional	1	
. Placed "In Recess" or Postponed	2	
. No Change of Placement	1	
. Number of Students Placed "In Recess or Postponed"		2
. Number of Students Identified as Communicational		42
. Specific Learning Disabilities Self Contained Class ...	13	
. Specific Learning Disabilities Regular Class	25	
. Speech & Language Self Contained Class	4	
. Speech & Language Regular Class	0	
. Hearing Impaired Self Contained Class/Regular Class ...	0	
. Number of Students Identified as Intellectual		11
. General Learning Disabilities Self Contained Class	7	
. General Learning Disabilities Regular Class	1	
. Gifted Self Contained Class	1	
. Gifted Regular Class	2	
. Trainable Retarded Self Contained Class	0	
. Number of Students Identified as Behavioural		4
. Behavioural Self Contained Class	4	
. Behavioural Regular Class	0	
. Number of Students Identified as Multiple		3
. Assessment Class Placement		
. Multiple Self Contained Class	2	
. Multiple Regular Class	1	
. Number of Students Identified as Physical		0
. Physical Self Contained Class	0	
. Physical Regular Class	0	
. Number of Students Identified as Non-Exceptional		1

A G E N D A

W O R K S H O P

SPECIAL EDUCATION ADVISORY COMMITTEE

1992 03 04

PLEASE NOTE CHANGE IN LOCATION: Rooms 2 and 3, 1st floor, Education Centre
7:00 p.m. to 9:00 p.m.

1. Consultation Paper: Integration of Exceptional Children

Please bring documentation relative to Integration Paper
mailed to you for inclusion with your February Agenda

1992 02 26

Dear S.E.A.C. Members:

At our February meeting we decided to have an extra meeting to discuss the Consultation Paper - "Integration of Exceptional Children".

I do hope that as many people as possible will be able to come and contribute to the discussions.

Also - a reminder to Community Association Representatives:

Please bring a short written description of your organization for inclusion in the SEAC summary page of information for Education Week.

(For more information on these points, please see the February minutes)

Sincerely,

Frances Oommen
SEAC Chairman

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A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

Please note change in
date due to March Break

1992 03 11

Lower Auditorium - Education Centre - 7:00 pm

7:00 - 7:10 Confirmation of the minutes of the 1992 02 19 meeting.
Confirmation of the Agenda.

GENERAL

7:10 - 7:30	Organization Update	Members
	Downs Syndrome Association presentation	F. Oommen

7:30 - 8:30	Discussion Item:	
	.Special Education Action Team Report	D. Rawsthorn
	(please refer to copy included with	M. Bountrogianni
	your March Development Agenda package)	C. Taylor

8:30 - 8:35 BREAK

8:35 - 8:50 Approval of Workshop material relative to the Consultation Paper: Integration of Exceptional Children

8:50 - 9:00	<u>New Business:</u>
	1.
	2.
	3.

AGENDA

REGIONAL EDUCATION ADVISORY COMMITTEE

Please arrive on time
for the first session

Page 11

Session 1: Introduction - 7:00 pm

Constitution of the committee of the Region
Constitution of the Agency

7:00 - 7:15

GENERAL

Regional Education Advisory Committee
Regional Education Advisory Committee

7:15 - 7:30

Regional Education Advisory Committee
Regional Education Advisory Committee
Regional Education Advisory Committee
Regional Education Advisory Committee

7:30 - 7:45

7:45 - 8:00

8:00 - 8:15

Regional Education Advisory Committee
Regional Education Advisory Committee

8:15 - 8:30

Regional Education Advisory Committee

8:30 - 8:45

1.
2.
3.

CA4 ON HBL W26

A37

1992

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1992 05 05

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mrs. Oommen; Trustees Bishop, Patenaude, Wilson and Stewart; Mesdames Dennis, Howard, Krueger, Schram, Riis-Culver and Trott; Miss Dalziel; Drs. Marshall, Mason and Toby; Messrs. Adamson and Parks)

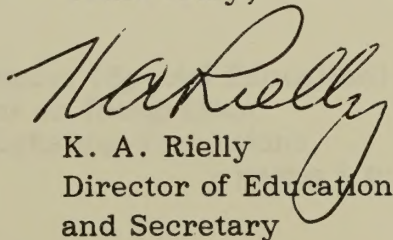
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for
Wednesday, 1992 05 20 at 19:00 hours at the Education Centre.

An agenda is attached.

Your attendance is requested.

Yours truly,


K. A. Rielly
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

URBAN MUNICIPAL
MAY 12 1992
GOVERNMENT DOCUMENTS

RECEIVED
JAN 10 1961
U.S. AIR FORCE

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1992 05 20

Lower Auditorium - Education Centre - 7:00 pm

7:00 - 7:10 Confirmation of the minutes of the 1992 04 15 meeting.
Confirmation of the Agenda.

GENERAL

7:10 - 7:30 Organization Update Members

Information/Discussion Items:

7:30 - 7:50	.Special Education Funding	G. Rutledge
7:50 - 8:10	.Speech and Language Update	S. Ham
8:10 - 8:25	.Special Education Report (Ministry of Education)	R. Adams
	- pages 1 and 2	
8:25 - 8:35	BREAK	
8:35 - 8:45	.Accommodation Report (Special Education)	R. Adams
8:45 - 9:00	.Consultation Paper on Integration	
	- approval of Workshop discussions	R. Adams
	- pages 3 to 18	

ALASKA

Geographical Features

Mountains

Denali (Mount McKinley) - 19,503 feet

Other peaks of the range: Mt. Foraker - 18,008 feet
Mt. Crater - 17,390 feet

Plains

Central Alaskan Plateau

Coastal Features

Barrow - 100 miles from shore
Wainwright - 100 miles from shore

Other coastal features: Kotzebue Sound, Beaufort Sea

Islands

Admiralty Islands, Aleutian Islands, Pribilof Islands

Other islands: Kodiak, Unalaska, Aleutians

Barrow - 100 miles from shore

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1991-1992

Chairman of S.E.A.C.
Mrs. F. Oommen

Elected Officials of the Board
Bishop, Mrs. Judith
Patenaude, Ms. Marie
Stewart, Mr. Bob
Wilson, Ms. Helen

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Adamson, Mr. Ian
Ontario Society of Autistic
Citizens, Ham-Went. Chapter
B: 1-688-5550 Ext. 3911
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Dennis, Ms. Sophie,
About FACE
(Facial & Cranial
Abnormalities)
527-8539

Howard, Mrs. Trudy
Canadian National Institute
for the Blind
H: 545-5394

Marshall, Dr. Dan
Hamilton Association for
Community Living
B: 522-5522
H: 525-1140

Mason, Dr. Giancarlo
Association for
Bright Children
H: 526-1950

Parks, Brian
Hamilton & District Parents
of Disabled Children

Oommen, Mrs. Frances
Down Syndrome Association
H: 383-4779

Trott, Mrs. Sylvia
Learning Disabilities
Association, H-W Chapt.

H: 529-0202

B: 523-8600 Ext 311

B: 523-1332
H: 545-1964

Riis-Culver, Mrs. Eva
Hamilton Council for Home
and School
H: 528-2690

ADDITIONAL MEMBERS OF S.E.A.C.:

Ruby Krueger, Ms.
Hamilton Wentworth Home Care
Program

Schram, Miss Geraldine
Ham-Went. Communication
Collective

Toby, Dr. Jeffers
O n t a r i o
Psychological
Association
H: 574-0498
B: (1-519-756-6301)

B: 523-8600 Ext 147

B: 521-2100 Ext. 7833

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 502

Adams, Bob
Co-ordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, Al
Ham Teachers' Fed.

Maddocks, Dave
Ham Principals' Assoc

Secretary: Vander Beek, Mrs. Claire
Teodoro, Mrs. Chit
B: 527-5092 Ext. 274 or 273

Sims, Jon
Ham Sec Sch Princ Council



Ontario

Ministry of Central Ontario
Education Region

Ministère de Centre de
l'Éducation l'Ontario

2025 Sheppard Ave. E.
Suite 3201
North York, Ontario
M2J 1W4
(416) 491-0330

2025, av. Sheppard est
Bureau 3201
North York (Ontario)
M2J 1W4
(416) 491-0330

March 9, 1992

B14 SE 120

Mr. K. A. Reilly
Director of Education
The Board of Education for
The City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 1L1

Dear Mr. Reilly:

This letter is in response to the report on the 1991 annual review of special education programs and services. The report and other relevant information provided through liaison contact has been considered by the Special Education Review Committee.

The attendance at the review meeting of Darrel Skidmore, Superintendent of Program and Bob Adams, Coordinator of Special Education, was appreciated. Their involvement in the discussion added greatly to the process.

The committee wishes to compliment those responsible for the preparation of the report. This is a time of significant change, as is exemplified in the board's recent development of a strategic planning process for special education services. The beliefs and objectives set out in this plan are indicative of the board's continuing effort to improve educational outcomes for all students within its jurisdiction. This office will follow with great interest the implementation of the action plans described in the document.

.... /2

- 2 -

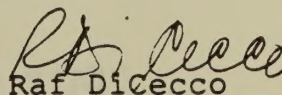
It is noted also that the Special Education Advisory Committee (SEAC) and all constituent groups had input, and were actively involved in the ongoing consultation, vetting and validation of this strategic planning process. The importance placed on input from each stakeholder group, including staff, constituent groups and other boards is evident in the processes utilized by the board in formulating policies and procedures as outlined in the Reflections and Directions Papers to better serve exceptional students in Hamilton. The revised special education pamphlets pertaining to the I.P.R.C. process included as attachments to the report, also demonstrate ongoing efforts to encourage the meaningful participation of parents.

The review committee is pleased to note that a wide range of placement options is available and that recommendations are being made to retain and redefine this range by focusing on the provision of service to exceptional students in the home school where possible. The thorough planning, pilot programs, staff development and subsequent research toward ongoing quality refinements in this, and other projects, is commendable.

The board is commended for its comprehensive approach to the delivery of services. For example, it is evident that support to school staff is considered to be a critical element in successfully meeting the needs of students. To this end, considerable emphasis is placed on staff development, consultative multi-disciplinary support and the dissemination of a wide range of valuable resource documents. It is noted that in each phase of the strategic planning process, these important aspects of program support continue to play a major role.

On behalf of the Honourable Tony Silipo, Minister of Education, and the staff of the regional office, I would like to thank you for your continued commitment to the exceptional pupils of your board.

Yours sincerely,



Raf DiCecco
Regional Director of Education

Consultation Paper
on the
Integration
of
Exceptional Pupils

R e s p o n s e G u i d e

January 1992

Response Guide

PAGE 4

For the Consultation Paper on the Integration of Exceptional Pupils

The Ministry of Education invites you to review the Consultation Paper on the Integration of Exceptional Pupils. Your comments and proposals will assist in the development of future policy on special education.

To facilitate processing, please submit the completed response guide as soon as possible and no later than June 15, 1992, to:

Consultation on Integration
Special Education and Provincial Schools Branch
Ministry of Education
17th Floor, Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

PAGE 5

Respondent Information

Consultation Paper on the Integration of Exceptional Pupils

Respondent's Name: Hamilton Board of Education (S. E. A. C.)

Address: 100 Main St., West

Hamilton, Ontario L8N 3L1

Telephone: 527 - 5092

Please ☒ in appropriate space.

- | | |
|--|---|
| 1. ☒ Parents' association S.E.A.C. | 10. ☐ Teachers' federation |
| 2. ☐ Individual parent | 11. ☐ Educators' association |
| 3. ☐ Aboriginal people's association | 12. ☐ School staff |
| 4. ☐ Racial/cultural association | 13. ☐ Individual teacher |
| 5. ☐ Francophone association | 14. ☐ Staff or student of Faculty of Education or OISE |
| 6. ☐ Students' association | 15. ☐ Labour |
| 7. ☐ Individual student | 16. ☐ Business/industry |
| 8. ☐ School board | 17. ☐ Other ministries |
| 9. ☐ Trustees' association | 18. ☐ Other organization |

Where, applicable, please ☒ in appropriate space:

- | | | |
|--|-------------------------------------|------------------------------------|
| 1. ☐ JK/SK | 2. ☐ Primary | 3. ☐ Junior |
| 4. ☐ Intermediate | 5. ☐ Senior | 6. ☐ Other |

Partnership With Parents

PAGE 6

See pages 4-5 of the consultation paper

1. What are the most important features of a process that will assist educators and parents to reach consensus on:

a) the identification of the needs of an exceptional pupil?

- support the continuation of the I.P.R.C. Process
- make parents feel comfortable
- ensure parental involvement prior to identification from onset
- involvement of all personnel (parents, school, community, health) who know the child the best.
- deal with parental expectations in an honest and realistic manner
- utilize appropriate resources specific to the child - ongoing & open.
- provide realistic short and long term goal setting
- ensure clarity, accountability and review as essential part of process

b) an appropriate placement?

- plan transitions for the child (e.g. pre-school-school, division to division, school to school, school to workplace/further education.
- ensure meetings are collaborative not confrontational
- make sure it is a consistent process understood by ALL
- encourage mutual respect

2. What rights should parents or pupils have in such a process?

- full disclosure of all pertinent information from the beginning (No surprises)
- to be present at all meetings
- to be involved in all decision making
- to be considered as equal partners
- involvement in developing and reviewing I.P.P.'s
- to expect program accountability
- the process for Appeal of Placements
- legislation re: Review Process

3. What should be the responsibilities of parents in such a process?

- communicate honestly
- follow through on agreed upon decisions
- encourage their child to follow through on agreed upon decisions
- advocate for the needs of their child
- accept part of the ownership on agreed upon decisions

4. What should be the rights and responsibilities of school boards in such a process?

Board Responsibilities

- as per#3 with appropriate word changes - in addition -
- seek out appropriate resources
- provide inservice for all staff
- plan for placement needs of exceptional students (long & short term)
- accountability for programs.

5. What would be the most helpful way to resolve disagreements about identification and/or placement?

Resolving Disagreements

- agreed upon trial placement with timelines for review of placement
- assistance from neutral parties in the community (e.g. associations)
and within the Board (impartial person with expertise)
- pre-appeal strategies developed within the Board.

PAGE 9

A Range of Placements

See page 6 of the consultation paper

1. Should the Ministry of Education:

- a) ☒ require school boards to provide, directly or through purchase of service, a range of placements for exceptional pupils? ~~yes~~ - require
- b) ☒ encourage school boards to provide a range of placements for exceptional pupils? yes - encourage

COMMENTS:

Philosophically, agreement with (a-above) but recognize the problems of implementation for School Boards (geography, number of students, resources available within the Board and Community)

2. If, in your opinion, (a) is the preferred direction, please specify how such a requirement might be modified to suit remote areas where it may be difficult to implement.

Schools and Classrooms

See pages 7-10 of the consultation paper

A. Teacher Preparation

1. What changes should be made in the preservice programs for teachers to facilitate integration as the norm?

- increased amount of time in special education as part of a pre-service program for all teachers.
- acquisitions of interpersonal skills - other professionals, parents and how to be a team player.
- involvement with community resources
- better screening criteria for admission to facilities of education and consistency across the province for admission (marks not the only criteria)
- involve personnel from the community with expertise in the field.
- include an explanation of legislation and procedures related to the I.P.R.C. process for all teachers.

2. What types of in-service programs related to integration should be developed for teachers?

- awareness
- mentoring
- audio visual
- specific workshops re: exceptionalities
- how to relate with community agencies/services & other professionals.
- parental/association viewpoints
- conflict resolution
- sensitivity training
- cooperative learning activities

There should also be legislated minimum requirements for continuing in education in specific areas (Special Education) as a condition for continued certification (Accountability)

3. What types of in-service programs related to integration should be developed for principals, paraprofessionals, and administrators?

- as in number 2 preceeding
- supervisory training related to special education for principals and administrators

4. What types of programs would help to increase the awareness and understanding of parents?

- involvement in the classroom
- parent/teacher associations
- volunteering
- visiting programs in neighbourhood and other schools
- parent support groups.
- speakers from association, community groups
- school Newsletters communicating information to parents (re S.E.A.C., other pertinent special education information.)
- parent workshops
- use of school library for resources
- special school days - (eg. adopt a.....)
- open houses, meet the teachers, etc. including community resources.
- brochures, pamphlets board publications
- information sessions for parents regarding transition from school to school, division to division.

B. Resources

1. How should resource support be allocated to implement integration as the norm?

a) Physical - Private spaces for consultation/treatment of students/parents
conducive to comfortable interactions.

- continue to repair and maintain equipment
- ensure availability of equipment to all exceptionalities and across all exceptionalities according to need.
- support/resource equipment availability e.g. taped books
- provide modified facilities (update Ministry document on accessibility using community documentation e.g. "Barrier Free Design")

b) Human Resources

- utilize more use of peer helpers (see page 8 under human resources)
- encourage better/closer links with community groups

1. Should the Ministry of Education continue to regulate the size of self-contained classes for exceptional pupils?

Yes



No

**COMMENTS:**

- flexibility is required to view size base on needs/outcomes and not necessarily on numbers and label - accountability is the way to regulate outcome. This will need to be related to I.P.P.'s and program focus.

- concern about not regulating regular class size in some way. Teachers should not be faced with so many children that they cannot deal with needs effectively

D. The Restructuring of Education

1. What changes in organization and program are needed in secondary schools to facilitate greater responsiveness to the needs of exceptional pupils?

- re-evaluate component staffing

- increase resource support

- need more and greater range of alternative programs across all exceptionalities.

- re-allocate present resources - e.g. expand out of vocational schools and into others for alternative programming.

- increase flexibility of programming.

- make available access to Special Education resources for adult students and teachers.

- expand the use of student mentors where appropriate

- emphasize the needs of special education students during transition times (from grade 8 to secondary schools to work force) to assist students with organization and the students' awareness of appropriate expectations

- expand the availability of appropriate co-op education

The Building of Additional Partnerships

See pages 10-13 of the consultation paper

A. The Role of the Community

1. Should the Special Education Advisory Committee process be retained?

Yes

☒

No

☐

2. a) If so, how should the process be improved?

- review criteria for membership to SEAC eg living in designated area

- establish a Provincial charter

- improve understanding/acceptance by Board regarding SEAC's role.

2. b) If not, what alternative process would ensure community involvement in special education matters?

3. In what ways can local organizations and agencies assist in the integration of exceptional pupils into regular classes and in their transition to community living?

- should be a mechanism for early identification
- provide inservice for teachers and parents from community organizations
- initiate joint inservice between school and community agencies
- consolidate requests for information (e.g. A.A.T.D.)

B. Opportunities for Exceptional Pupils With Developmental Disabilities

1. Should there be some form of recognition and credit equivalency provided for pupils with developmental disabilities?

Yes



No



COMMENTS:

- While there needs to be some form of recognition, this does not mean receiving credits unless the student has achieved the designated outcome. This should not preclude modified approaches to achieving an outcome.

c. Co-ordination of Services

1. How can the co-ordination and delivery of support services for exceptional pupils be improved?

- accept the principles of the document "Children First"
- establish a coordinating body at the local level which is accountable to the consumer.

Funding

See pages 13-14 of the consultation paper

1. **How can integration as the norm be implemented within the constraints of the current economic climate?**

- there must be a commitment by all involved
- utilize staff redeployment
- focus on classroom support for regular teachers
- tap community resources for support
- sharing between Boards must expand (e.g. inservice, equipment)
- there must be clarity of funding and accountability of finances for students with exceptional needs.
- flexibility of "funding pots"
- there should be funding for identification and tracking of exceptional student

Additional Comments

- what is "integration as the norm vs mainstreaming"

- there is concern that total integration may become the norm of the future.

A range of options needs to be continued as a service model.

- needs to be a clear cut definition of the intent of integration.

CA4 ON HBL W26
A37
1992

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SPECIAL MEETING

1992 06 03

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mrs. Oommen; Trustees Bishop, Patenaude, Wilson and Stewart; Mesdames Dennis, Howard, Krueger, Schram, Riis-Culver and Trott; Miss Dalziel; Drs. Marshall, Mason and Toby; Messrs. Adamson and Parks)

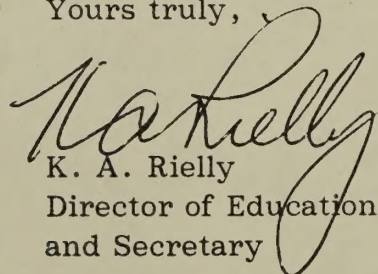
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for
Wednesday, 1992 06 17 at 19:00 hours at the Education Centre.

An agenda is attached.

Your attendance is requested.

Yours truly,


K. A. Rielly
Director of Education
and Secretary

URBAN MUNICIPAL
JUN 15 1992
GOVERNMENT DOCUMENTS

rm

Attachment

Notice to all Trustees and Representatives

CA4 ON HBL W26
A37
1992

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1992 06 17

Lower Auditorium - Education Centre - 7:00 pm

7:00 - 7:10 Confirmation of the minutes of the 1992 05 20 meeting.
Confirmation of the Agenda.

GENERAL

7:10 - 7:30 Organization Update Members

Information/Discussion Items:

7:30 - 7:50	.Transitional Work Experience Program	S. Holden
7:50 - 8:10	.Augmentative Communication Program	S. Troncho/J. Tressel
8:10 - 8:30	.Care Treatment & Correction Services	B. Seamans
8:30 - 8:50	.Accommodation Report	R. Adams
	.IPRC Statistics - Pages 1 and 2	

8:50 - 9:00 New Business:

- 1.
- 2.
- 3.

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1991-1992

Chairman of S.E.A.C.
Mrs. F. Oommen

Elected Officials of the Board
Bishop, Mrs. Judith
Patenaude, Ms. Marie
Stewart, Mr. Bob
Wilson, Ms. Helen

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Ontario Society of Autistic
Citizens, Ham-Went. Chapter
B: 1-688-5550 Ext. 3911
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Dalziel, Miss Nalda,
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(Facial & Cranial
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Association for
Bright Children
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Parks, Brian
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Oommen, Mrs. Frances
Down Syndrome Association
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Trott, Mrs. Sylvia
Learning Disabilities
Association, H-W Chapt.
B: 523-1332
H: 545-1964

Riis-Culver, Mrs. Eva
Hamilton Council for Home
and School
H: 528-2690

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Hamilton Wentworth Home Care
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Adams, Bob
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B: 527-5092 Ext. 340

Mutart, Al
Ham Teachers' Fed.

Maddocks, Dave
Ham Principals' Assoc

Secretary: Vander Beek, Mrs. Claire
Teodoro, Mrs. Chit
B: 527-5092 Ext. 274 or 273

Sims, Jon
Ham Sec Sch Princ Council

PAGE 1
PROGRAM DEPARTMENT - SPECIAL EDUCATION SERVICES
SYSTEM IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
APRIL 1992

Total Number of Students Presented to the SIPRC	111
. Number of Annual Reviews	18
Change of Placement/Exceptionality to:	
. Specific Learning Disability Self Contained Class	10
. Specific Learning Disability Regular Class	1
. Speech & Language Self Contained Class	2
. Speech & Language Regular Class	
. Behavioural Self Contained Class	4
. Behavioural Regular Class	
. General Learning Disability Self Contained Class	
. General Learning Disability Regular Class	
. Gifted Self Contained Class	
. Gifted Regular Class	
. Trainable Retarded Self Contained Class	
. Assessment/Multiple Self Contained Class	
. Multiple/Other Exceptionality Placement	
. Multiple Regular Class	1
. Remove Exceptionality	
. Placed "In Recess" or Postponed	
. No Change of Placement	
. Number of Students Placed "In Recess or Postoned"	6
. Number of Students Identified as Communicational	68
. Specific Learning Disabilities Self Contained Class ...	29
. Specific Learning Disabilities Regular Class	24
. Speech & Language Self Contained Class	11
. Speech & Language Regular Class	
. Hearing Impaired Self Contained Class	
. Hearing Impaired Regular Class	
. Autistic Self Contained Class	2
. Autistic Regular Class	2
. Number of Students Identified as Intellectual	9
. General Learning Disabilities Self Contained Class	6
. General Learning Disabilities Regular Class	1
. Gifted Self Contained Class	2
. Gifted Regular Class	
. Trainable Retarded Self Contained Class	
. Number of Students Identified as Behavioural	3
. Behavioural Self Contained Class	3
. Behavioural Regular Class	
. Number of Students Identified as Multiple	7
. Assessment Class Placement	6
. Multiple Self Contained Class	
. Multiple Regular Class	1
. Other Exceptionality Self Contained Class	
. Number of Students Identified as Physical	0
. Physical Self Contained Class	
. Physical Regular Class	
. Number of Students Identified as Non-Exceptional	0

PROGRAM DEPARTMENT - SPECIAL EDUCATION SERVICES
SYSTEM IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
MAY 1992 ..

Total Number of Students Presented to the SIPRC	185
. Number of Annual Reviews	74
Change of Placement/Exceptionality to:	
. Specific Learning Disability Self Contained Class	34
. Specific Learning Disability Regular Class	3
. Speech & Language Self Contained Class	6
. Speech & Language Regular Class	4
. Behavioural Self Contained Class	6
. Behavioural Regular Class	3
. General Learning Disability Self Contained Class	3
. General Learning Disability Regular Class	4
. Gifted Self Contained Class	3
. Gifted Regular Class	2
. Trainable Retarded Self Contained Class	4
. Assessment/Multiple Self Contained Class	3
. Multiple/Other Exceptionality Placement	2
. Multiple Regular Class	9
. Remove Exceptionality	
. Placed "In Recess" or Postponed	
. No Change of Placement	
. Number of Students Placed "In Recess or Postoned"	3
. Number of Students Identified as Communicational	88
. Specific Learning Disabilities Self Contained Class ...	38
. Specific Learning Disabilities Regular Class	31
. Speech & Language Self Contained Class	16
. Speech & Language Regular Class	2
. Hearing Impaired Self Contained Class	1
. Hearing Impaired Regular Class	
. Autistic Self Contained Class	
. Autistic Regular Class	
. Number of Students Identified as Intellectual	10
. General Learning Disabilities Self Contained Class ...	5
. General Learning Disabilities Regular Class	4
. Gifted Self Contained Class	
. Gifted Regular Class	1
. Trainable Retarded Self Contained Class	
. Number of Students Identified as Behavioural	3
. Behavioural Self Contained Class	3
. Behavioural Regular Class	
. Number of Students Identified as Multiple	6
. Assessment Class Placement	2
. Multiple Self Contained Class	2
. Multiple Regular Class	2
. Other Exceptionality Self Contained Class	
. Number of Students Identified as Physical	0
. Physical Self Contained Class	
. Physical Regular Class	
. Number of Students Identified as Non-Exceptional	1

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1992

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1992 09 03

URBAN MUNICIPAL

SEP 8 - 1992

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Mrs. Oommen; Trustees Bishop, Patenaude, Wilson and Stewart; Mesdames Bramberger, Dennis, Howard, Kerr Jaskiewicz, Schram, Trott and Yanch; Miss Dalziel; Drs. Marshall, Mason and Toby; Mr. Adamson)

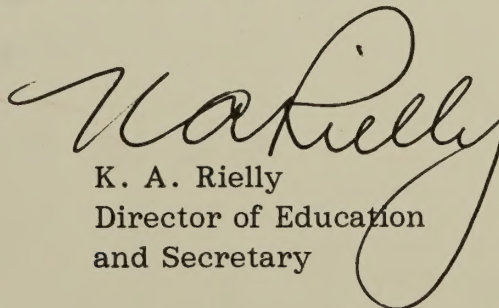
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1992 09 16 at 19:00 hours at the Education Centre.

An agenda is attached.

Your attendance is requested.

Yours truly,



K. A. Rielly
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

UNITED STATES

DEPARTMENT OF THE INTERIOR

BUREAU OF LAND MANAGEMENT

WATER RESOURCES DIVISION

1-10-60

1-10-60

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1992 09 16

Lower Auditorium - Education Centre - 7:00 p.m.

7:00 - 7:10 Confirmation of the minutes of the 1992 06 17 meeting
Chairman's Remarks

GENERAL

7:15 - 7:30	Ministry Statistics (Research Department)	O. Jackson
7:30 - 8:00	Special Education Update	R. Adams
8:00 - 8:10	Break	
8:10 - 8:15	Report from Finance Department re	
	Special Education Funding - Pages 1 and 2	F. Oommen
8:15 - 8:30	SEAC Information Update	
	a) December and March meeting dates - Pages 3 and 4	F. Oommen
	b) SEAC Membership	
	c) Other	
8:30 - 9:00	Organization Update	Members

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1991-1992

Chairman of S.E.A.C.
Mrs. F. Oommen

Elected Officials of the Board
Bishop, Mrs. Judith
Patenaude, Ms. Marie
Stewart, Mr. Bob
Wilson, Ms. Helen

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Adamson, Mr. Ian
Ontario Society of Autistic
Citizens, Ham-Went. Chapter
B: 1-688-5550 Ext. 3911
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Dennis, Ms. Sophie,
About FACE
(Facial & Cranial
Abnormalities)
527-8539

Howard, Mrs. Trudy
Canadian National Institute
for the Blind
H: 545-5394

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-9284

Marshall, Dr. Dan
Hamilton Association
Community Living
B: 522-5522
H: 525-1140

Mason, Dr. Giancarlo
Association for
Bright Children
H: 526-1950

Oommen, Mrs. Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Trott, Mrs. Sylvia
Learning Disabilities
Association, H-W Chapt.
B: 523-1332
H: 545-1964

Yanch, Ms. Lisa
Hamilton Council for Home
and School
H: 523-0959

ADDITIONAL MEMBERS OF S.E.A.C.:

Sue Bramberger, Ms.
Hamilton Wentworth Home Care
Program
B: 523-8600

Schram, Miss Geraldine
Ham-Went. Communication
Collective
B: 521-2100 Ext. 7833

Toby, Dr. Jeffers
O n t a r i o
Psychological
Association
H: 574-0498
B: (1-519-756-6301)

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 502

Adams, Bob
Co-ordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, Al
Ham Teachers' Fed.

Maddocks, Dave
Ham Principals' Assoc

Secretary: Vander Beek, Mrs. Claire
Teodoro, Mrs. Chit
B: 527-5092 Ext. 274 or 273

Sims, Jon
Ham Sec Sch Princ Council

ANALYSIS OF SPECIAL EDUCATION EXPENDITURES AND SPECIAL EDUCATION GRANTS

ELEMENTARY PANEL	1992	1991	1990	1989	1988	1987	1986	1985
Expenditures:								
Function 037	\$ 15,339,289	15,215,195	13,460,474	11,504,402	10,147,592	9,231,792	8,389,927	7,695,080
Function 038	3,232,747	2,732,219	2,717,809	2,529,674	2,420,086	2,398,290	2,344,833	2,156,441
Function 099	576,364	430,770	476,604	309,390	353,080	375,075	327,010	287,160
Total Expenditures	\$ 19,148,400	18,378,184	16,654,887	14,343,466	12,920,758	12,005,157	11,061,770	10,138,681
General Legislative Grants:								
Basic Per Pupil Grant								
Total Grant Ceiling (per pupil)	\$ 3,954	3,770	3,550	3,235				
Special Education portion of grant ceiling (per pupil)	\$ 283	274	260	224				
Average Daily Enrolment	23,609.68	23,259.74	23,031.75	22,688.65				
Special Education Grant	\$ 6,681,539 *	6,373,169 *	5,988,255 *	5,082,258 *				
Program Specific Grants								
Special Education Grant (per pupil)	\$				215	206	195	185
Average Daily Enrolment					22,318.06	22,208.96	22,018.97	22,205.00
Board Grant Weighting Factor					1.04	1.04	1.04	1.04
Special Education Grant	\$				4,990,318	4,758,048	4,465,447	4,272,242
Trainable Retarded Grant (per pupil)	\$				4,765	4,560	4,320	4,100
Average Daily Enrolment					147.95	159.1	161.05	179.05
Trainable Retarded Grant	\$			423,704	704,982	725,496	695,736	734,105
Grant for Programs in Lieu of Provincial Services for Blind, Deaf, or Deaf - Blind Pupils	\$ 204,850	325,350	241,500	176,800	180,625	162,800	134,750	118,950
Grant for Programs in Approved Care and Treatment Facilities	\$ 576,364	430,770	476,604	309,390	353,080	375,075	327,010	287,160
Total Special Education Grants	\$ 7,462,753	7,129,289	6,706,359	5,992,152	6,229,005	6,021,419	5,622,943	5,412,457

* Per discussion with Barbara Moore at the Ministry of Education, June 8, 1992, the Special Education portion of the per pupil grant ceiling is paid 100% by the M.O.E., instead of being reduced by the local taxpayer's share, as is the case with other recognized ordinary expenditures.

ANALYSIS OF SPECIAL EDUCATION EXPENDITURES AND SPECIAL EDUCATION GRANTS

SECONDARY PANEL	1992	1991	1990	1989	1988	1987	1986	1985
Expenditures:								
Function 037	\$ 2,052,679	2,920,277	2,118,356	1,846,027	1,535,730	1,265,893	960,114	781,706
Function 099	643,779	660,802	503,580	490,304	356,062	351,700	259,860	123,080
Total Expenditures	\$ 2,696,458	3,581,079	2,621,936	2,336,331	1,891,792	1,617,593	1,219,974	904,786
General Legislative Grants:								
Basic Per Pupil Grant								
Total Grant Ceiling (per pupil)	\$ 4,886	4,710	4,455	4,122				
Special Education portion of grant ceiling (per pupil)	\$ 210	203	192	160				
Average Daily Enrolment	11,983.89	11,696.27	11,492.93	11,735.37				
Special Education Grant	\$ 2,516,617 *	2,374,343 *	2,206,643 *	1,877,659 *				
Program Specific Grants								
Special Education Grant (per pupil)	\$				154	147	139	132
Average Daily Enrolment					12178.73	12578.66	13245.73	14451.9
Board Grant Weighting Factor					1.025	1.0228	1.0229	1.0239
Special Education Grant	\$				1,922,413	1,891,222	1,883,319	1,953,244
Grant for Programs in Approved Care and Treatment Facilities	\$ 643,779	660,802	503,580	490,304	356,062	351,700	259,860	123,080
Total Special Education Grants	\$ 3,160,396	3,035,145	2,710,223	2,367,963	2,278,475	2,242,922	2,143,179	2,076,324

* Per discussion with Barbara Moore at the Ministry of Education, June 8, 1992, the Special Education portion of the per pupil grant ceiling is paid 100% by the M.O.E., instead of being reduced by the local taxpayer's share, as is the case with other recognized ordinary expenditures.

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES,
FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

DECEMBER, 1992

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

		1	2	3	4	5
		FLS 19:00		DEV 18:15		
6	7	8	9	10	11	12
		OMC 18:15	SEAC ??	P&O 18:15		
13	14	15	16	17	18	19
			SEAC ??	BOARD		
20	21	22	23	24	25	26
Schools Closed					CHRISTMAS DAY	BOXING DAY
27	28	29	30	31		
Schools Closed				NEW YEAR'S EVE		

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES,
 FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

MARCH, 1993			MARCH, 1993		
SUNDAY			SATURDAY		
MONDAY			FRIDAY		
TUESDAY			THURSDAY		
WEDNESDAY			FRIDAY		
SATURDAY			SATURDAY		
1	2	3	4	5	6
	FLS 19:00		DEV 18:15		
7	9	10	11	12	13
	OMC 18:15	SEAC ??	P&O 18:15		
14	16	17	18	19	20
	M A R C H		B R E A K		
		SEAC ??	BOARD		
21	23	24	25	26	27
		SEAC ??			
28	30	31			



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